

Teacher Name: Chris Dorner

Objective:

- Instruct how to open the case.
- Instruct how to safely remove instrument parts and how to safely assemble the flute. Include incorrect and correct examples.
- Instruct body posture, hand posture, & how to balance the flute to the embouchure. Include incorrect and correct examples.
- Instruct how to finger the note D (fourth line on the staff.) Include incorrect and correct examples.
- Review air, embouchure, and articulation. Play D with articulation exercises.

Instrument: Flute

(Simon Says)

Sequence of Instruction:

Gathering materials

Students will need the following materials: a Flute case, with a flute; pencil

Musician Posture

1. Ask students what they see in a musician when they perform (how/where are they sitting = sitting upright)
2. Have students get seated toward the edge of their chair (backs should not be touching the back of the chair, but they also shouldn't be so far forward they're about to fall off)
3. For Flute students, have them place either their body or their chair at a 45-degree angle to their right. This ensures their sound isn't going directly into their neighbor's ear. (Ensure no student is turning from the hips, which restricts breathing)
4. Reaming seated, have students pretend there is a giant string on the top of their head, and they're being pulled up, but they're anchored to their chair.
5. Have students raise their shoulders, and place them backwards; the shoulders should drop to a natural and relaxed position.
6. Students have established "musician posture"

Breathing

1. Remaining in "musician posture", have students breathe in and out on their own, and try to identify where these actions occur (likely will come from the shoulder, this is shallow breathing, bad)
2. Introduction to the diaphragm: Still in musician posture, have students place one of their hands on their stomach. Instructing them to breathe from their mouth ("from the stomach"), and to keep their shoulders low, and to breathe out from their mouths as well. (When expelling air from the mouth, avoid puffy cheeks)
3. **Call/Echo:** Breathing Gym
 - a. still in musician posture, hand on stomach, @ 60bpm In for 2, out for 4, (try 2 & 6s, maybe 2s & 8s if they're up for a challenge)

Embouchure (w/o Headjoint)

1. Students are still in musician posture, but remove their hands from their stomachs
2. Have students create a "goal post". With their index fingers, place them on the corners of their mouth, and flatten their chins
3. Playing the flute is a lot like cooling off a bowl of hot soup. Have students pretend they have a big bowl of hot soup in front of them (it should form a "P" mouth shape, with a small aperture, still in our goal post)

4. Once students have gotten used to the goal post, have them remove the goal post and place one finger (either hand) in front of them, and pretend they are cooling off now a very tiny bowl of soup (their finger), using breathing gym exercise

Articulation

1. Leaving off at Step 4 in the previous section, introduce articulation with “Too” (Tongue = mantis shrimp analogy)
2. Using the breathing gym exercises, now add simple articulations

Setting Up

1. Students set the flute case flat on the floor in front of them (**not music stands, wobbly tables, uneven or slopped surfaces, and especially not in their laps!**)
2. Have students identify the latches on their case, ensure those latches are facing them, and **not away** from them
3. Have students identify/say the brand logo (may say Yamaha, PeralFlute, ProCase, etc.) on their case, ensuring it is facing the ceiling (Step 1 on ensuring the flute case is facing the right direction)
4. The previously identified latches ensure that they open again towards the ceiling. (Final check for correct orientation of the case)
5. With the case still flat on the floor, have students pop open the latches and lift the upper part of the case away from them (revealing the parts of the flute inside the case)

Flute Assembly

1. Identify the foot joint, and gently take it out with both hands, and hold the bottom-most part (w/o any keys) with the right hand (**DO NOT GRIP OR GRAB ANY RODS/KEYS**)
2. Identify the body joint, and gently take out the left hand, identify the “finished” (where the head joint is inserted) and an “unfinished” end (where the foot joint is inserted). Insert the foot joint, with the keys facing left, into the unfinished end of the body joint and gently twist it around (**DO NOT GRIP OR GRAB ANY RODS/KEYS**)
 - a. Line up the tiny “knob”/rob at the left side of the foot joint into the middle of the bottom-most key-holes on the body joint
 - b. Hold the body joint by the “finished end” or top of the body joint with the non-dominant hand
3. Identify the head joint and take it out with your dominant hand. Identify the “cap”, and the open end. With the cap end on the students' left, gently twist the open end of the head joint into the finished end of the body joint
 - a. Line the embouchure hole up in middle of the top-most keys on the body joint. (This is a ballpark as every student will have an area of best sound production, resulting in rolling the head joint in or out more on a case-by-case basis).
4. Set (empty) case to the side

Holding the flute

1. Have students place their fully assembled flute in their lap
2. First a foremost, review our musician's posture, building it up slowly from the feet to the top of the head
 - a. In this posture, have students relax their arms completely, and have them take note of the shape of their hands in a relaxed state
3. Have students slowly bring up their left hand, making sure that they don't change the shape of their hand
 - a. This natural hand shape is how students will have their hands be when playing the flute, to avoid tension
4. With the student's left hand held up, take a pencil, and place the thumb on the bottom, and the index, middle, ring, and pinky fingers placed on top
 - a. The thumb should be placed just below the middle finger
 - b. For all the fingers, ensure that the student's finger tips are not placed down, but the pads of the fingers or the “meat” (avoiding tension, and ensuring the keyholes are completely covered)

- c. This has established our hand position for the left hand
- 5. With the student's right hand held up, take a pencil and place the thumb on the bottom, and the index, middle, ring and pinky fingers placed on top.
 - a. The thumb should be placed roughly between the index and middle fingers, on the opposite end of the pencil
 - b. For all the fingers, ensure that the student's finger tips are not placed down, but the pads of the fingers or the "meat" (avoiding tension, and ensuring the keyholes are completely covered)
 - c. This has established our hand position for the right hand
- 6. Moving to the flute, have students place pencil down and angle the flute against the body.
- 7. Starting top-down, working at the body joint, keys facing outwards
- 8. Left hand, body joint
 - a. Thumb
 - i. Identify the "Golf Club" and "Paddle" on the bottom of the flute
 - ii. Place a finger on the paddle
 - b. Index finger
 - i. Identify & Skip the first tiny key
 - ii. Identify & Place index finger on the full size key just-below the first tiny key
 - iii. The joint at the bottom of the index finger and our arched thumb should create a "cradle" for our flute
 - c. Middle finger
 - i. Place the middle finger on the key just below index
 - d. Ring Finger
 - i. Place your ring finger on the key just below middle
 - e. Pinky
 - i. A small "golf club" should be facing outwards
 - ii. Place pinky here
- 9. Right Hand, moving the bottom of the body joint/foot joint
 - a. Pinky
 - i. Two small "paddles" on the foot joint
 - ii. Place your pinky on the first paddle, which should be going up and down
 - b. Ring
 - i. Just above the paddle key for our pink should be a key
 - ii. Place ring finger here
 - c. Middle
 - i. There should be a tiny, offset key just above the ring finger. Skip this tiny key to the next full-size key
 - ii. Place the middle finger on the key directly above the ring finger
 - d. Index
 - i. There should be a tiny, offset key just above the middle finger. Skip this tiny key to the next full-size key
 - ii. Place the index finger on the key directly above the middle finger
 - e. Thumb
 - i. Place the thumb on the bottom of the flute, near the bottom of the body joint
 - ii. Position the thumb in between the index and ring fingers (avoid having the thumb too far forward & wrapping around the body of the flute)
 - iii. Our thumb here creates another "cradle" for our flute
- 10. Ensure students finger pads are on all the keys
- 11. Have students wiggle their fingers around, but to keep moving fingering low (avoid flying fingers)

12. Bringing the flute up, ensure the flute is parallel to the ground, the left arm is nudging the flute towards the student and the right arm is nudging the flute away from the student.
13. Remember to place the bottom lip approximately where lip ends/chin starts just above the embouchure hole

Playing the note "D"

1. To play the note "D" have students place their left thumb on the paddle key, left middle and ring fingers down, right index, middle, and ring, but no pinky!
2. Do call/echo exercises like in for 2, out for 4 on a whole, half, and quarter notes. Do combinations and extend it to 2s and 6s or 2s and 8s